

# Intermediate District 287

*Responsive. Innovative. Solutions.*

**GENERAL MEETING OF THE BOARD – Special**

**Thursday, August 13, 2020**

**6:30 PM @ Boardroom / Teleconference**

**1820 Xenium Ln N**

**Minneapolis, MN 55441-3790**

**AGENDA**

**Page #**

1. **CALL TO ORDER** (*Action*)  
The mission of Intermediate District 287 is to be the premier provider of innovative specialized services to ensure that each member district can meet the unique learning needs of its students.
2. **APPROVAL OF GENERAL MEETING AGENDA** (*Action*)
3. **OPEN FORUM** (*Information*)
4. **APPROVAL OF CONSENT AGENDA - None**
5. **SHARE THE SUCCESS & RECOGNITION - None**
6. **SUPERINTENDENT'S REPORT - (60 minutes)**
  1. Revised 2020-2021 District 287 Organizational Chart (*Action*)  
Board Members will be asked to approve the revised 2020-2021 Organizational Structure.
  2. Resolution on 2021 Learning Plan (*Resolution*)  
Following a presentation, board members will be asked to approve the plan.
7. **INSTRUCTIONAL REPORT - None**
8. **BUSINESS SERVICES & LABOR RELATIONS REPORT - None**
  1. Facilities Report
  2. Financial Report
  3. Human Resource Report
9. **BOARD BUSINESS**
  1. Policy Review & Revision - (10 minutes) (*Information*)
  2. Board Reports - None
  3. District News - None
  4. Once Around the Table
10. **ADJOURNMENT**

Recommended Action: Board Chair calls meeting adjourned @ \_\_\_\_\_ PM

**INTERMEDIATE DISTRICT 287**  
**PLYMOUTH, MINNESOTA**  
**BOARD OF EDUCATION**

Special Meeting – August 13, 2020

**AGENDA SECTION:** SUPERINTENDENT REPORT

**ITEM:** Revised 2020-2021 District 287 Organization Structure

**PRESENTED BY:** Superintendent Lewandowski

**1. Background Information**

Approval of revised 2020-2021 District 287 Organization Structure.

**2. Fiscal Impact/Funding Source:**

**3. RECOMMENDED ACTION:      The Board approves the revised 2020-2021 District 287 Organization Structure as presented.**

Motion by: \_\_\_\_\_ Yes \_\_\_\_ Passed \_\_\_\_

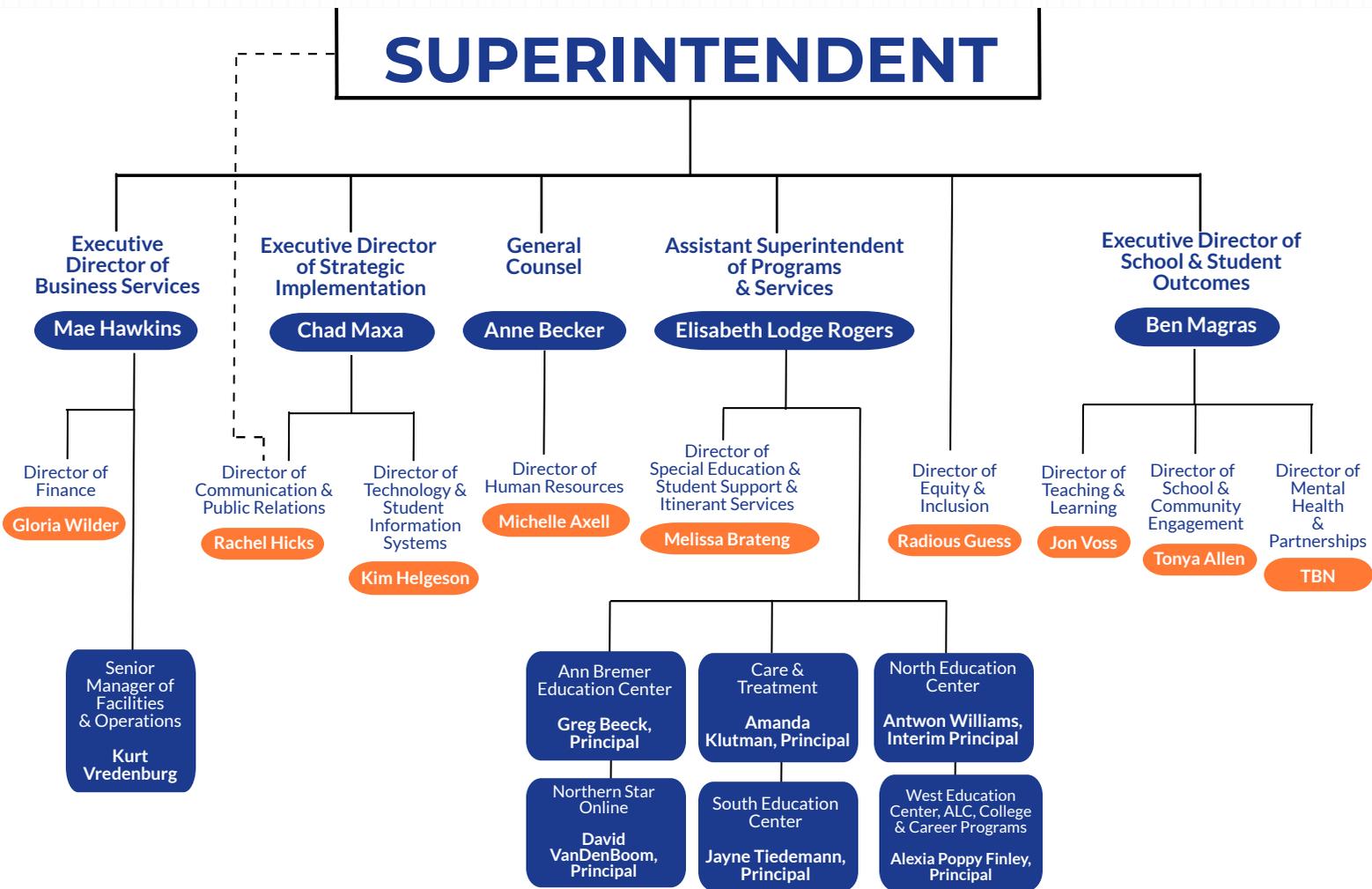
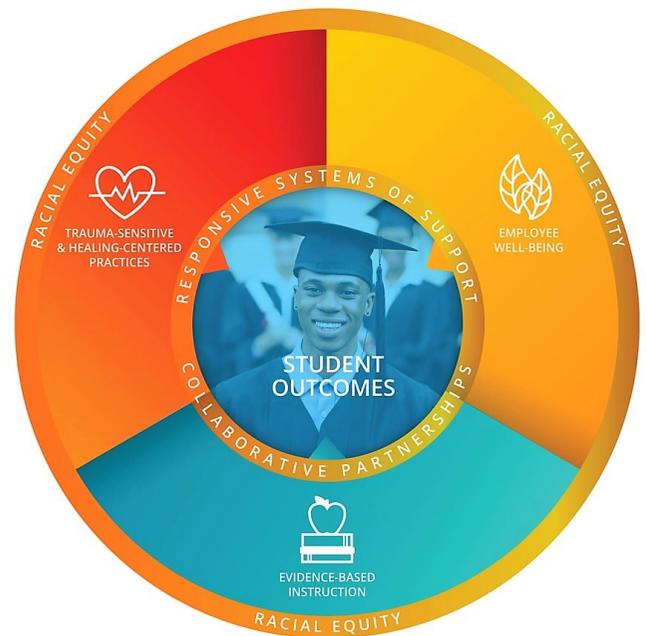
Second by: \_\_\_\_\_ Yes \_\_\_\_ Failed \_\_\_\_

Abstentions: \_\_\_\_\_

# Intermediate District 287

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# ORGANIZATIONAL STRUCTURE



## 2020-2021 Organizational Chart

POLICY SERIES: District Administration & Organization  
 SUBJECT: Organizational & Structural Relationships  
 BOARD APPROVED: April 30, 2020  
 REVISION DATE:

# 2020-2021 Proposed Learning Plan

WE'RE IN THIS TOGETHER.

**Planning was  
technical, emotional  
and moral**

# Stakeholder input was extensive

- Timelines and emerging plans are different for our member districts
- Intermediates are different from each other
- Transportation is a significant factor

# Member District Learning Plans

Member District	Distance	Hybrid	Notes
Brooklyn Center	X	X (limited)	On-site for Setting 3 Special Education only
Eden Prairie		X	
Edina		X	
Hopkins	X		Hybrid to start 2-4 weeks into school
Orono		X	
Osseo		X	
Richfield			TBD
Robbinsdale	X		
St. Louis Park	X		Hybrid to start Sept 28
Wayzata		X	
Westonka		X	
District 287 Proposed	X		Hybrid to start Sept 28

# Values behind the plan

- Trauma-Sensitive and Healing Practices
- Racial Equity
- Special Education Compliance

# What are the biggest factors that influenced the plan?

- We draw students and staff from all over Hennepin County
- Our living situations for our students are often in congregant living
- As many as 40% of our staff have second and third jobs and they are often in congregant living/care facilities. The MDH and Hennepin County Health consultants noted such facilities have higher transmission rates
- Many students with disabilities are unable to follow social distancing, masking protocols and require “high touch” assistance

# Cases and deaths by city

Confirmed case data by city are from the Minnesota Department of Health (MDH) and are updated weekly. These data are as of 8/10/2020.

The city associated with a case is based on the lab report and may be updated with new information. To improve city accuracy a geocoding process is used. This process may result in small differences from other summaries of case data by city. All these data are preliminary and may change as cases are further investigated and information is updated.

As not all suspected cases of COVID-19 are tested, these data are not representative of the total number of people who have or have had COVID-19 in Hennepin County.

\*\*Database changes implemented on 7/20 by MDH may cause some reporting irregularities. Please check back for updates as these get resolved.

City	Confirmed cases	COVID-19 deaths
BLOOMINGTON	1257	45
BROOKLYN CENTER	859	16
BROOKLYN PARK	1952	39
CHAMPLIN	275	8
CHANHASSEN	<5	<5
CORCORAN	30	<5
CRYSTAL	375	19
DAYTON	82	<5
DEEPHAVEN	54	5
EDEN PRAIRIE	542	6
EDINA	564	39
EXCELSIOR	52	13
FORT SNELLING	<5	<5
GOLDEN VALLEY	306	35
GREENFIELD	17	<5
GREENWOOD	10	<5
HANOVER	<5	<5
HOPKINS	387	44

City	Confirmed cases	COVID-19 deaths
INDEPENDENCE	15	<5
LONG LAKE	9	<5
LORETTO	12	<5
MAPLE GROVE	610	26
MAPLE PLAIN	11	<5
MEDICINE LAKE	6	<5
MEDINA	37	<5
MINNEAPOLIS	7784	211
MINNETONKA	470	36
MINNETONKA BEACH	5	<5
MINNETRISTA	36	<5
MOUND	67	<5
NEW HOPE	688	143
ORONO	71	6
OSSEO	94	20
PLYMOUTH	662	36
RICHFIELD	708	13
ROBBINSDALE	194	14

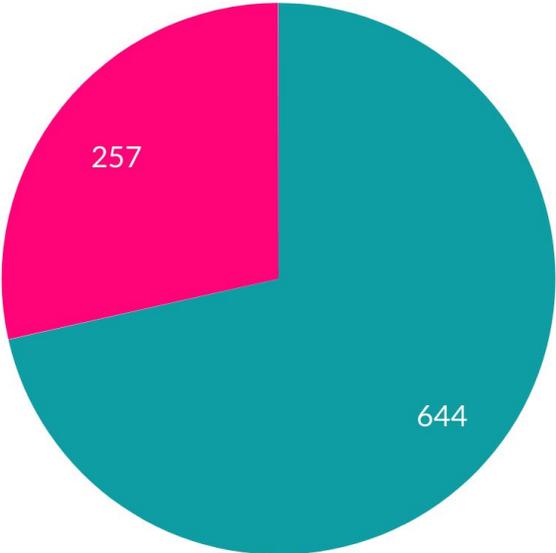
City	Confirmed cases	COVID-19 deaths
ROCKFORD	<5	<5
ROGERS	117	24
SAINT ANTHONY	46	<5
SAINT BONIFACIUS	18	<5
SAINT LOUIS PARK	632	40
SHOREWOOD	60	<5
SPRING PARK	44	10
TONKA BAY	21	<5
WAYZATA	64	5
WOODLAND	6	<5

# 287 Racial Demographics

*BIPOC* is Black, Indigenous, & People of Color

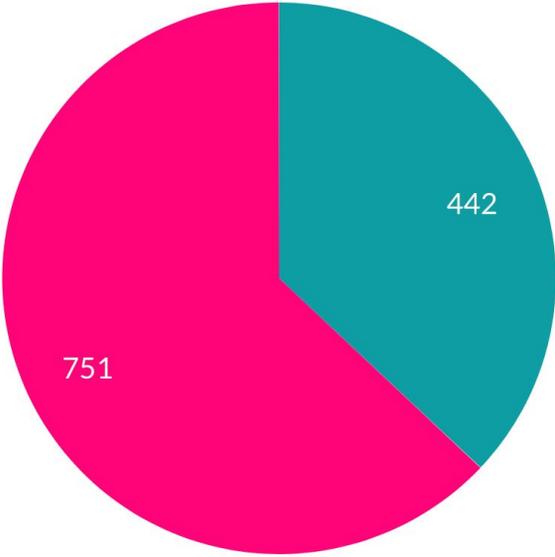
**Staff: 28.5%**  
**Students: 63%**

287 Staff



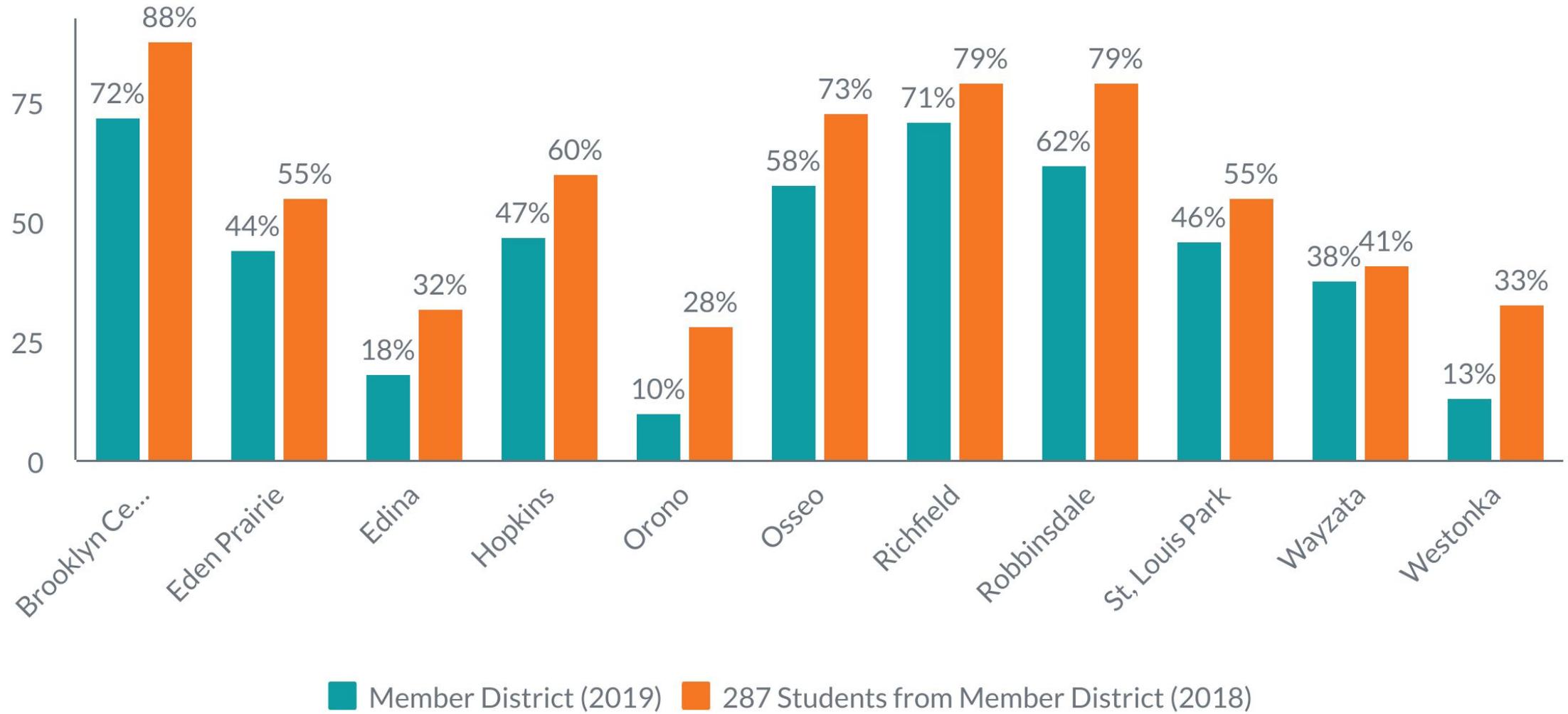
White (71.48%) BIPOC (28.52%)

287 Students

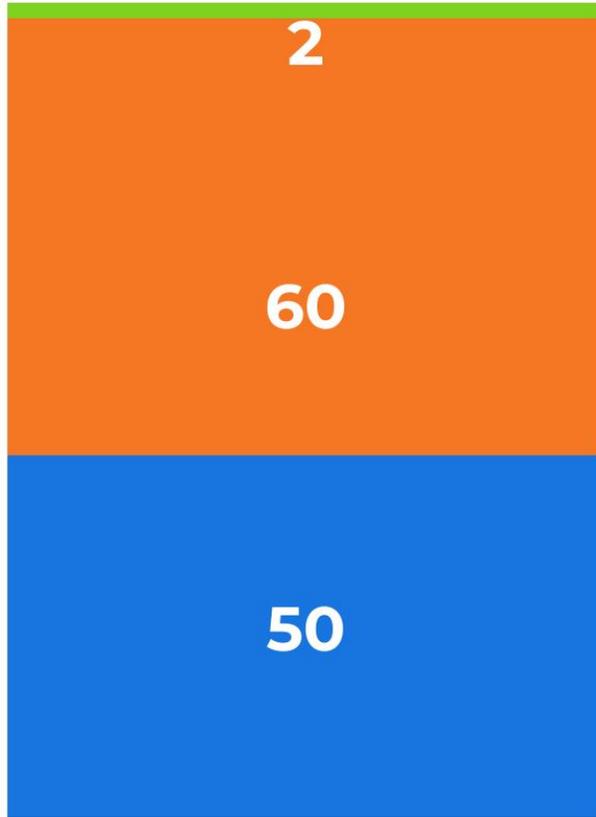


White (37.05%) BIPOC (62.95%)

# Percentage BIPOC Students



## Number of 287 Students in Group Homes: 112



■ Special Education   ■ Care & Treatment   ■ ALC

## Number of 287 Students who are Homeless & Highly Mobile



# COVID-19 Transmission Rates in Hennepin County

- BIPOC communities are disproportionately impacted
- Currently, the case rate for BIPOC is **TWICE** as high in Hennepin County
- Rates in Hennepin County
  - Today - just under 24 cases per 10,000 people
  - Black people were approximately 50 cases
  - Latinx people were approximately 57 cases

# Thank you to the Planning Team & 287 Leadership Team

Tonya Allen, Director of School and Community Engagement  
Melissa Brateng, Director of Student Services  
Retha Burns, Assistant Principal, Northern Star Online  
Karlyn D'Averill, School Nurse  
Molly Forrest, School Nurse  
Angelo Grant, Social Worker  
Jake Horejsh, Student and Staff Safety Manager  
Tina Houck, Director of Special Education  
Theon Jarrett, Student and Staff Safety Manager  
Stephanie Klingelhutz, Human Resources Coordinator  
Ben Magras, Executive Director of School & Student Outcomes  
Chad Maxa, Executive Director of Strategic Implementation  
Elisabeth Lodge Rogers, Assistant Superintendent  
James Schmidtke, Local 2209 President  
Sarah Schreifels, Food Services Manager

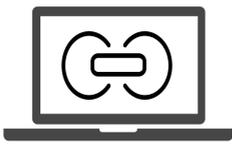
Amy Tiedens, Transportation Manager  
Kurt Vredenburg, Facilities and Operations Senior Manager  
Michele Wolff, 287 Administrative Support  
Sue Stradtman, Local 2209 Chief Negotiator  
Emilia Woods, Autism Instructor  
Moriah Stephens, MMI Instructor  
Joe Millard, Assistant Principal, Hennepin Technical College Programs  
Rachel Hicks, Director of Communications & Public Relations  
Alexia Poppy-Finly, WEC Principal  
Antown Williams, NEC Principal  
Greg Beeck, ABEC Principal  
Jayne Tiedemann, SEC Principal

**A special thank you to 287's nurses for their expertise in our planning process.**

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# STEPS TO RETURN TO IN-PERSON SCHOOL

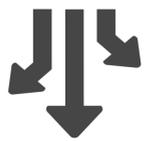
**2020-2021  
START HERE**



**STEP 0**

## CONNECTED LEARNING

- + personalized learning
- + enhanced curriculum
- + tutoring & mentorship
- + in-person contact with staff
- + mental health check-ins
- + support for families
- + learning from home
- + new IEP meetings (SpEd)



1. Non-Digital Work
2. Digitally Managed Work
3. Learning Management System

- All students will start the school year in STEP 0, Connected Learning
- We will consider moving to STEP 1 beginning September 28
- In STEPS 1-3, students will attend school 2 days per week (M/T or W/Th)
- COVID-19 cases in Hennepin County, lessons learned in previous steps, and staff, family and member district input will inform change in STEPS



**STEP 1**

**10% CAPACITY FOR STUDENTS & STAFF**



**20%**

Up to 20% of students served in school

**2 Days**

Students attend school 2 days per week (M/T or Wed/Th). Friday is reserved for disinfecting.

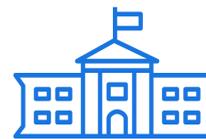
**Phase in**

K-5 will start first. Additional students will be added by grade-level grouping.



**STEP 2**

**25% CAPACITY FOR STUDENTS & STAFF**



**50%**

20%-50% of students served in school

**2 Days**

Students attend school 2 days per week (M/T or Wed/Th). Friday is reserved for disinfecting.

**Phase in**

K-5 will start first. Additional students will be added by grade-level grouping.



**STEP 3**

**50% CAPACITY FOR STUDENTS & STAFF**



**100%**

50%-100% of students served in school

**2 Days**

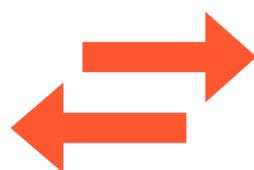
Students attend school 2 days per week (M/T or Wed/Th). Friday is reserved for disinfecting.

**Phase in**

K-5 will start first. Additional students will be added by grade-level grouping.

## YOUR CHOICE

If Connected Learning works for your student, you can choose to continue on this path and opt-out of in-person learning in future steps.



## MOVING BACK AND FORTH BETWEEN STEPS

This approach gives us the flexibility to step forward and back depending on the changing nature of the pandemic and ability of schools to safely reopen to in-person schooling. Within each step we have identified innovative solutions to deliver education and support student well-being.

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# 2020-2021 School Year Planning Update

WE'RE IN THIS TOGETHER.

# Planning Team

Tonya Allen, Director of School and Community Engagement

Melissa Brateng, Director of Student Services

Retha Burns, Assistant Principal, Northern Star Online

Molly Forrest, School Nurse

Angelo Grant, Social Worker

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Emilia Woods, Autism Instructor

Moriah Stephens, MMI Instructor

Joe Millard, Assistant Principal, Hennepin Technical College

Programs

**A special thank you to 287's nurses for their expertise in our planning process.**

# 287's Promise During COVID-19



Safety and well-being comes first



Engage staff and families to understand their needs



Racial equity lens on all decisions



Trauma-sensitive & healing-centered practices

# Engagement & Feedback

We will continue to make changes to the draft plan as we gather feedback from stakeholders. We will finalize the plan once feedback is incorporated and the Governor makes the school plan announcement.

## Families

- Family Survey - 264 responses (60% white, 40% People of Color)
- 6 virtual engagement sessions, offered in English, Spanish, and Somali (18 total participants)

## Staff

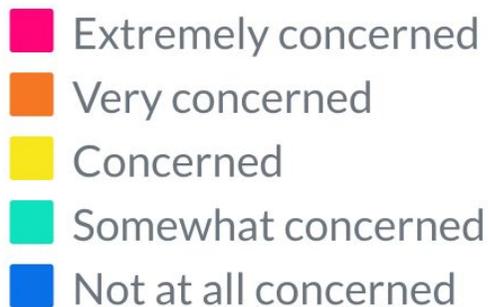
- Staff Survey - 791 Staff responses

## Member Districts

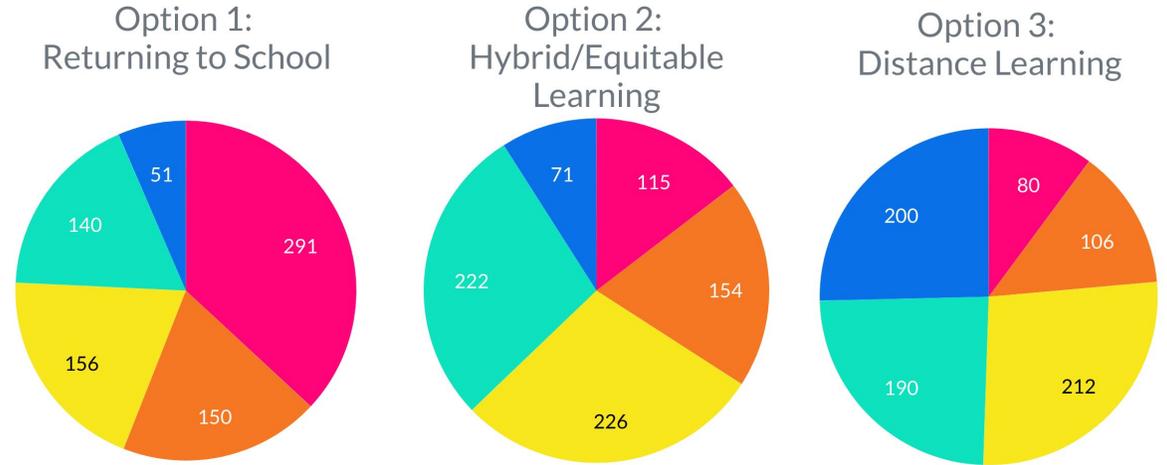
- Superintendents
- Special Education Directors
- Transportation Leaders
- Business/Finance Directors

# Survey Results

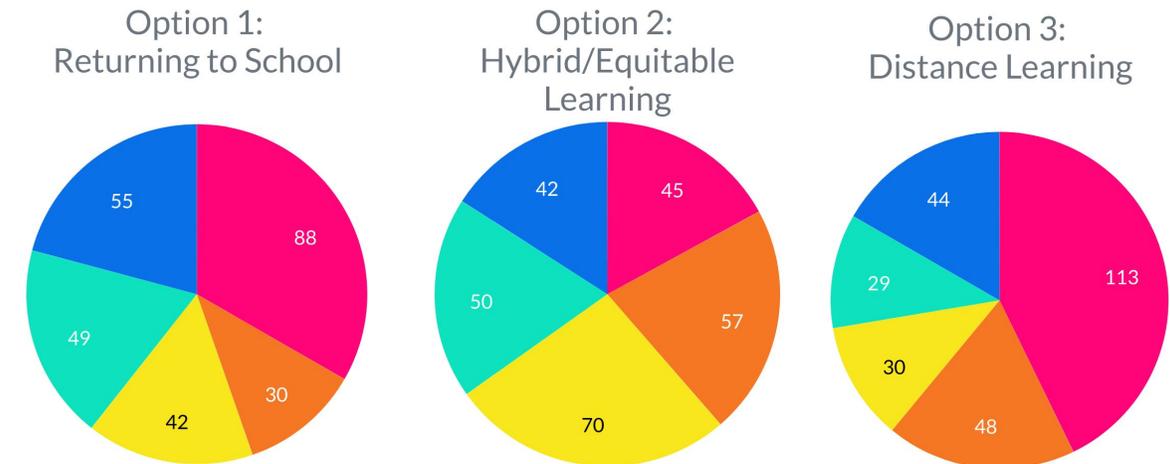
- 791 Staff responses
- 264 Family responses



## Staff Level of Concern for Students

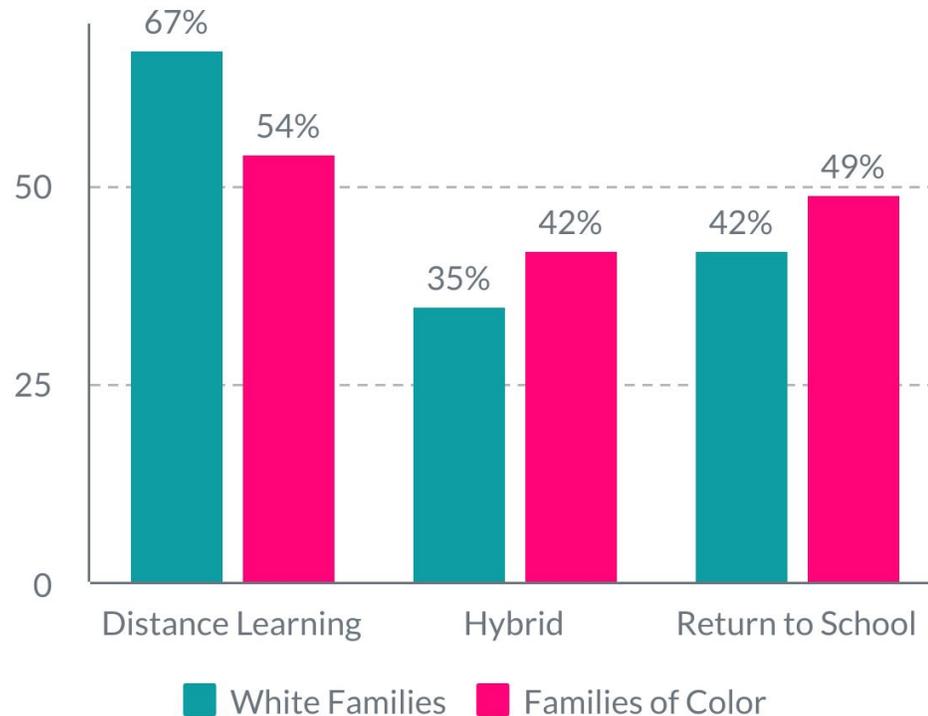


## Family Level of Concern for Students



# Survey Results - Families of Color vs White Families

Percent of Families Extremely or Very Concerned



Both Families of Color and white families have the highest concern with the distance learning option.

**However...**

Families of Color have similar levels of concern for all three options, while white families have a far greater concern for distance learning (*both compared to Families of Color and compared to the other two options*).

# Summary of Back to School Draft Plan

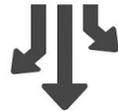
- The draft plan has four steps (0, 1, 2, and 3)
- We will move up or down the steps depending on the nature of the pandemic and the safety of in-person schooling
- Steps 1 through 3 gradually increase the percent of a school building's staff and student capacity (from 10% to 25% to 50%) in order to safely increase the percent of students we serve in school. Students will attend school 2 days per week and there will be 1 disinfecting day. Students are phased in by grade-level grouping, starting with elementary.
- **All families have the choice to keep their child at home no matter the step**
- **Itinerant:** the plan for Itinerant Services is in development and will closely align with member district needs

# Steps to Return to School



## STEP 0

**INNOVATIVE DISTANCE LEARNING**  
+  
OPPORTUNITIES FOR STUDENTS WITH GREATEST NEED



1. Non-Digital Work
2. Digitally Managed Work
3. Learning Management System



## STEP 1

**10% BUILDING CAPACITY**  
FOR STUDENTS & STAFF



**20%**  
Up to 20% of students served in school

### 2 Days

Students attend school 2 days per week. 1 day will be reserved for disinfecting.

### Phase in by grade

Elementary students start first. Additional students will be added by grade-level grouping.



## STEP 2

**25% BUILDING CAPACITY**  
FOR STUDENTS & STAFF



**50%**  
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## STEP 3

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FOR STUDENTS & STAFF



**100%**  
50%-100% of students served in school

### 2 Days

Students attend school 2 days per week. 1 day will be reserved for disinfecting.

### Phase in by grade

Elementary students start first. Additional students will be added by grade-level grouping.

# Returning to School with Stronger Practices

1. Students can meet their teachers and staff in-person before or in the first weeks of school
2. Regular teacher-family connection (at least 2X/week)
3. Every student will have a mentor
4. Weekly mental health support (individual and/or group sessions - some will have home visits)
5. Learning goals - expectations for learning goals will be raised to strengthen inquiry and higher order thinking skills along with skills needed to recover learning gaps
6. We will talk about race and racial trauma with students and staff

# Innovative Distance Learning: 3 Pathways

**+ PLUS**

Opportunities for students with the greatest need

We heard from families that students need a new, more innovative version of distance learning.

PATHWAY 1  
Non-Digital Work



PATHWAY 2  
Digitally Managed Work



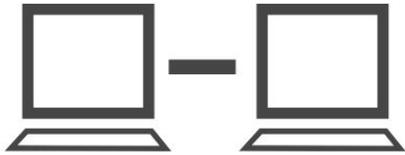
PATHWAY 3  
Learning Management System, like Moodle



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# How we're making distance learning better

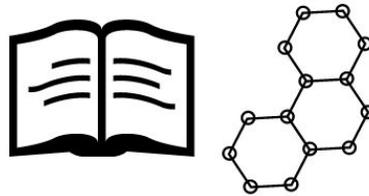
## 1:1 Support



Educational Assistants will provide 1:1 digital support for students.

- Review
- Skill reinforcement
- Practice
- Tutoring

## More Courses



Course or unit development

- Ethnic Studies
- Action Civics
- Social Justice Math
- Inquiry-Based Science

## Support for Families



- Training for families before school to be able to help students
- Offer regular training for families
- Engage families via surveys and town hall meetings
- Youtube channel with demonstrations

# Every-day safety practices

- Daily temperatures check upon arrival at school
- Social Distancing of 6 feet of space between students and staff a all times
- Masks/face coverings are worn by 287 staff at all times; masks encouraged for students at all times.
- Handwashing and hand sanitizing throughout the day
- Pick up/ drop off, meals & flow of students: each school has a site-based plan for student pick up/drop off, meal distribution and how to manage the direction and flow of students throughout the day

# Next steps

- Adjust steps and planning based on feedback from stakeholders and announcement from the Governor and MDE
- Communicate plans with staff, families, and member districts - new weekly update sent out on Mondays to staff/families
- Adjustment to PD planning / MOU with Local 2209
- Determine the most appropriate step to start the 2020-2021 school year

# Questions



**Adoption of Learning Models for the 2020-2021 School Year and  
Other COVID-19 Related Matters**

**WHEREAS**, Minnesota Statutes Section 123B.09 vests the care, management, and control of independent districts in the school board; and

**WHEREAS**, the Superintendent of Intermediate District 287 (“Superintendent”) is responsible for the management of the schools, the administration of all Board policies, and is directly accountable to the Board; and

**WHEREAS**, when responsibilities are not specifically prescribed nor Board policy applicable, the Superintendent shall use her professional judgment in decision making, subject to review by the Board;

**WHEREAS**, on March 13, 2020, Minnesota Governor Tim Walz issued Emergency Executive Order 20-01, which declared a peacetime emergency in Minnesota in response to the COVID-19 pandemic; and

**WHEREAS**, on July 30, 2020, Minnesota Governor Tim Walz issued Emergency Executive Order 20-82 and the Safe Learning Plan for 2020-2021 (the “Safe Learning Plan”), which set forth five Learning Models (in-person learning for all, in-person learning for elementary students and hybrid learning for secondary students, hybrid learning for all students, hybrid learning for elementary students and distance learning for secondary students, and distance learning) and authorized all school districts in the State of Minnesota to select and implement an appropriate base Learning Model in accordance with, and subject to, the Safe Learning Plan; and

**WHEREAS**, the Minnesota Department of Education (“MDE”) has issued and may continue to issue written guidance for Minnesota schools on educational issues related to COVID-19; and

**WHEREAS**, the Minnesota Department of Health (“MDH”) has issued and may continue to issue written guidance for Minnesota schools on public health issues related to COVID-19; and

**WHEREAS**, the Superintendent and the administration of District 287 have conferred with the Board regarding the available Learning Models, the current MDE and MDH requirements for each, and other relevant information; and

**WHEREAS**, the Superintendent and the Board recognize: the ever-changing landscape of the public health issues related to COVID 19; the necessity of the District to be able to act quickly and in a timely manner for planning; and the complexities of adjourning a Board quorum at short notice;

**WHEREAS**, based upon the collective consideration of these factors, the Board will determine the base Learning Model to be implemented at the commencement of the 2020-2021 school year at its special meeting on August 13, 2020;

**WHEREAS**, for any subsequent changes to the base Learning Model or successive learning models, the Superintendent has recommended to the Board that the Superintendent, in consultation with the Board Chair, be able to determine such changes.

**NOW, THEREFORE, BE IT RESOLVED**, by the Board of Intermediate District 287 as follows:

Section 1: The Superintendent or her designee is delegated the authority to direct the implementation of the base Learning Model to open the 2020-2021 school year as determined by the Board at its special meeting on August 13, 2020.

Section 2: Throughout the 2020-2021 school year, the Superintendent or her designee is authorized, after consultation with the Board Chair and notification to the Board, to select and implement a different Learning Model for the District or any specific school sites without Board action if the Superintendent reasonably believes that prompt implementation of a different Learning Model is necessary, and that constraints of time and public health considerations render it impractical to hold a Board meeting to approve the implementation of the different Learning Model. The Learning Model selected and implemented by the Superintendent shall continue in effect unless and until the Board, in consultation with the Superintendent and appropriate school district staff and public health officials, deems it in the best interest of the District and its students to implement a different Learning Model.

Section 3: Every student in special education is entitled to an individualized educational plan (IEP) so all Learning Models will be addressed in students' IEPs. Decisions on the District Learning Models will be made in consultation with member districts (whenever possible; for example, if there is a case of COVID-19 and a District site or sites have to immediately transition to Connected Learning, it will not be possible to consult with member districts before making that decision).

Section 4: The Superintendent or her designee will provide regular updates to the Board regarding the District's efforts to implement COVID-19 related educational and public health guidance issued by the MDE and the MDH, respectively.

Adopted this \_\_\_\_\_ day of \_\_\_\_\_, 2020.

Roll Call Vote:

\_\_\_\_\_  
School Board Chair

\_\_\_\_\_  
School Board Clerk

# Intermediate District 287

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## DISTRICT POLICY

### *FIRST READ*

**POLICY SERIES:** Health and Medical  
**SUBJECT:** COVID-19 FACE COVERING POLICY  
**BOARD APPROVED:**  
**REVISION DATE:**

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#### **HM200 COVID-19 Face Covering**

##### **I. PURPOSE**

The purpose of this policy is to establish requirements for employees, students, and other persons (including visitors, guests, contractors, etc.) present on District property to wear face coverings in classrooms, preschool, child care settings and other indoor areas, as well as outdoor areas where a physical distance of 6 feet cannot be maintained between persons, in order to minimize exposure to COVID-19.

##### **II. GENERAL OF STATEMENT OF POLICY**

- A. The policy of the District is to comply with Executive Order 20-81, Executive Order 20-82, and applicable face covering requirements from the Minnesota Department of Health and the Minnesota Department of Education.
- B. Face coverings are meant to protect other people in case the wearer does not know they are infected.
- C. Unless an exception described in Section IV below applies, all students, staff, and other people present indoors in District sites and the District Service Center or riding on District transportation vehicles are required to wear a face covering.
- D. A violation of this policy occurs when any student, staff, or other person present in a District site, in the District Service Center, or on a District transportation vehicle fails to wear a face covering, unless an exception listed below applies.

##### **III. DEFINITION OF FACE COVERING**

- A. A face covering must be worn to cover the nose and mouth completely, should not be overly tight or restrictive, and should feel comfortable to wear. The following are included in the definition of face covering:
  - 1. Paper or disposable mask;
  - 2. Cloth face mask;
  - 3. Scarf;
  - 4. Religious face covering; and
  - 5. Medical-grade masks and respirators.

Neck gaiters and bandannas are not permitted as face coverings because they have been found by experts to be as ineffective as not wearing a mask at all.

- B. A face shield is a clear plastic barrier that covers the face and allows visibility of facial expressions and lip movements for speech perception. A face shield should extend below the chin situated near the head, to the ears from side to side, and there should be no exposed gap between the forehead and the shield's headpiece.
- C. Masks that incorporate a valve designed to facilitate easy exhaling, mesh masks, or masks with openings, holes, visible gaps in the design or material, or vents are not sufficient face coverings because they allow exhaled droplets to be released into the air.

#### **IV. EXCEPTIONS AND ALTERNATIVES; TEMPORARY REMOVAL OF FACE COVERING**

- A. Face coverings should not be placed on anyone under age 2, anyone who has trouble breathing or is unconscious, anyone who is incapacitated or otherwise unable to remove the face covering without assistance, or anyone who cannot tolerate a face covering due to a developmental, medical, or behavioral health condition.
- B. A face shield may be used as an alternative to a face covering in the following situations:
  - 1. A student in grades kindergarten through eighth grade may wear a face shield when wearing a face covering is problematic.
  - 2. A teacher of any grade level may wear a face shield when wearing a face covering may impede the educational process.
  - 3. Staff, students, or visitors who cannot tolerate a face covering due to a developmental, medical, or behavioral health condition may wear a face shield instead of a face covering.
  - 4. Staff providing direct support student services may wear a face shield instead of a face covering when a face covering would impede the service being provided.
- C. Staff, students, and other people present in District sites or the District Service Center may temporarily remove their face covering or face shield in the following situations:
  - 1. When engaging in classes or activities conducted outdoors, though people participating in these activities should maintain six (6) feet of distance to the extent possible;
  - 2. When engaging in indoor physical activity where the level of exertion makes wearing a face covering difficult, though people participating in these activities should maintain six (6) feet of distance to the extent possible;
  - 3. During activities, such as swimming or showering, where the face covering will get wet;
  - 4. While receiving a service, including nursing, medical, or personal care services, that cannot be performed or is difficult to perform when the individual receiving the service is wearing a face covering;
  - 5. Pre-kindergarten students age 5 years and younger participating in programming in a District site or the District Service Center;

6. When the wearer needs to remove their face covering to eat or drink, though care should be taken to maintain as much space as possible between people while doing so;
7. During indoor practices or performances involving singing, acting, public speaking, or playing musical instruments where a face covering cannot be used while playing the instrument, though people participating in these activities should maintain six (6) feet of distance to the extent possible;
8. When required by District staff for the purposes of identification;
9. When working alone in an enclosed space, such as an office or classroom, while on a phone or video call if necessary to ensure that they are heard and understood.
10. When communicating with a person who is deaf or hard of hearing or has a disability, medical condition, or mental health condition that makes communication with a face covering difficult, provided that social distancing is maintained to the extent possible.

## **V. IMPLEMENTATION**

- A. This policy will be posted on the District's website and its fundamental requirements will be communicated to students, staff, families, and potential visitors to a District site.
- B. The District will provide face coverings and/or face shields to employees and students. Employees and students may choose to wear their own face covering as long as it covers the nose and mouth, and is one of the allowable options listed in Section III. To the extent practicable, the District will maintain an extra supply of face coverings for people who forget to bring their face covering or whose face covering is not one of the allowable options listed in Section III.
- C. The District will teach and reinforce the use of face coverings and/or face shields for students and staff throughout the school day, including on transportation vehicles, inside District sites, and generally when on District grounds.
- D. Individuals who cannot tolerate a face covering due to a medical condition or disability related condition may be permitted to utilize alternative options such as a face shield or other reasonable accommodation. The Superintendent or designee shall have discretion to determine whether an employee, parent, or community member qualifies for a reasonable accommodation, and the accommodation to be provided. For a student with a medical condition or disability, the student's education team (i.e. IEP team, Section 504 team, health plan team) will determine whether the student qualifies for a reasonable accommodation and the accommodation to be provided. As a condition to granting a reasonable accommodation, the District may require an individual to provide a physician's note and/or other relevant information with respect to the condition or circumstance. Requests for reasonable accommodations from the face covering requirement shall be assessed on a case-by-case basis in accordance with applicable federal and state law.
- E. All face coverings shall meet the requirements of applicable codes of conduct and Ten Expectations for Staff.
- F. The District will make available distance learning to its enrolled students who may be medically vulnerable or otherwise unwilling to return to in-person or hybrid learning.

## **VI. ENFORCEMENT; CONSEQUENCES FOR NON-COMPLIANCE**

- A. In order to promote the health and safety of employees, students and members of the community, and make available a safe environment that is conducive to learning, compliance with this policy is necessary.
- B. Employees who fail or refuse to comply with this policy may be subject to discipline, as appropriate, up to and including the termination of employment.
- C. Students who fail or refuse to comply with this policy may be subject to discipline or removal from District property. Students unwilling to participate in in-person or hybrid learning in compliance with this policy may be offered distance learning.
- D. Visitors who do not comply with this policy may be asked to leave.

**Legal References:** [Emergency Executive Order 20-81](#)  
[Emergency Executive Order 20-82](#)  
[Minn. Stat. § 12.45](#) (Governor's Orders and Rules, Effect)  
[Minn. Stat. § 12.45](#) (Violations; Penalties)

**Cross References:** [Wellness Policy](#)